



St Nicholas Church of England Primary School

St Nicholas Church of England Primary School SEN policy

The School SENCO is Mrs. Kerry Ewins-Strowger B.A. (Hons) P.G.C.E MEd MBPsS currently studying the National Award for SEN (NASENCo). Member of the Senior Leadership Team (SLT)

At St Nicholas School we aim to:-

- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self-esteem
- Build pupil confidence
- Develop their independence
- Provide access to a relevant curriculum that meets their needs

The school SEN (Special Educational Needs) policy is reviewed every year and we talk to parents, pupils, governors and staff. This policy complies with the statutory

requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following documents:-

Equality Act 2010

Statutory Guidance on Supporting pupils at school with a medical condition April 2014

The National Curriculum Framework Documents 2014

Safeguarding Policy

Accessibility plan

Teachers standards 2012

One in five children will have special educational needs at some stage during their time at school. This means that they may have difficulty with:-

- Reading, writing and maths
- Understanding information and understanding others
- Expressing themselves
- Organising themselves
- Sensory problems or physical mobility
- Managing their behaviour
- Making friends or relating to adults



The following are NOT SEN but can have an effect on progress and attainment:-

- 1) Disability
- 2) Attendance and punctuality
- 3) Health and Welfare
- 4) English not the pupils first language (EAL)
- 5) Receiving a pupil premium grant
- 6) Being a looked after child
- 7) Being a child of a service woman/man

These difficulties can cause barriers to learning. The school will assess your child to see what their strengths are, what their needs are and what help they may require.

If they are not making the progress that is expected for their age, the school can offer more help. High quality teaching is the first step in helping pupils who may have a special educational need. Every teacher is a teacher of special educational needs. The implementation of this policy is the responsibility of all staff.

The class teacher offers high quality teaching for all- please see the school's 'Provision Map' on the website/ask for a copy from your child's class teacher. This shows what every class teacher offers in their class for example- in class teaching support and visual timetables. The schools, 'SEN Report' (regulation 51, part 3, section 69(3)(a) SEN code of practice) also explains in more detail what we offer as school. [Click here- to view the SEN report and Local offer](#). If your child still needs help despite high quality class teaching there are two stages of support called thresholds.

1) SEN support is when we give extra help in class- this could be small group support, ICT access and advice, help from people outside of school. For example, a specialist teacher, speech and language therapist or a health professional.

2) An Education and Health Care Plan (the old style statement)- this is for a pupil who has needs that are more complicated and long term.

When a special educational need is identified, the following process is applied:-

- **ASSESS**- observe the pupil and look at their test data and classwork
- **PLAN**- decide with parents and staff what we will do as a school. Your child may have their own individual education plan, centred around their needs for learning.
- **DO**- so actually do what is needed for example some intervention- one to one support with a teaching assistant. The class teacher is responsible for evidencing how well a pupil has progressed/ improved.
- **REVIEW**- which means we all meet to discuss what has happened, how it has gone and whether there has been any improvement. The class teacher and SENCO will look at the data before and after to see what progress they have made. The process can begin again for as long as a pupil will need help. This is called the GRADUATED RESPONSE.



Outcomes for Pupils

The extra help the school offers will enable your child to:-

- Reach their full potential
- Achieve their personal best
- Make progress
- Feel valued and included
- Enjoy school

Bullying

- This is not tolerated at all at St Nicholas Primary School and children are encouraged to tell a trusted adult should they encounter any form . The pupil's are also encouraged to celebrate our differences in an atmosphere of tolerance. The safeguarding and well being of our pupil's is paramount. Our safeguarding lead is the head teacher- Mrs. Alison Shearer.

Partnership with Parents

The school works in partnership with parent's to meet the child's needs. This means:-

- We listen to the views of the parents
- Parents are equal partners in decisions about their child's education

- Parents are kept informed about their child's needs and progress
- We tell you what we think your child's special needs are
- We tell you how we are meeting those needs as a school
- We tell you whether what we are doing is working
- We tell you how your child feels about the support we are giving them
- We encourage parents to share information from outside professionals not attached to the school and to keep the school informed of any changes which may affect their child in school

Staff Roles

SENCO (Mrs. Kerry Ewins-Strowger)

It is the job of the senco to oversee the provision for all children who need extra support and monitor the day to day operation of the schools SEN policy. Her role will also include:

- Ensuring staff have appropriate training and support
- Maintaining networks with other SENCOs through groups such as:- Tower Learning Community, Taunton Learning Alliance and NASEN
- Training staff and raising awareness of SEN issues in line with relevant policy and research
- Maintaining pupil files- keeping them up to date with relevant reports from outside professionals
- Be aware of the provision in the local offer- what the local county council offers children with special educational needs
- Advising teachers about differentiated teaching methods that are appropriate for children with SEN
- Making sure the graduated response- assess, plan, do, review- is completed fully
- Keeping the register of Special Needs children up to date
- Liaising with children's families
- Informing families that their child has been identified as having a special educational need and supporting those families
- Liaising with external professionals- educational psychologists, health and social care professionals
- Holding meetings and taking minutes
- Creating and delivering the SEN section of the School Development Plan
- Liaising with early years and secondary school external professionals to ensure smooth transitions

- Tracking the progress of all SEN children



Class teacher

- The class teacher is responsible for the provision for all the children in their class to enable them to progress and reach their full potential - ensuring quality first teaching
- Making the initial identification of a child who they think has SEN, raising a record of concern, and then consulting with the SENCO
- Tracking the academic progress of every child through from July handover (from previous teacher), each half-termly Pupil Progress Meeting to the end of year assessment
- Uses the tools, strategies, reports, guidance and support that have been recommended by the SENCO and external agencies
- Meet regularly (at least termly) and as appropriate with parents and carers. □ Ensuring learning passports are created and regularly reviewed with children and their families
- Attending meetings with other professionals as needed
- Support the emotional well-being and mental health of a diversity of SEN pupils

Class Learning/Teaching Support Assistant

The teaching support assistant under the direction of the class teacher:-

- Supports teacher planning
- Supports individuals and groups of children with specific tasks/learning objectives
- Support the delivery of additional interventions for improving pupil's well-being
- Provides feedback to the class teacher on progress, effort, and engagement of the child/ren
- Contributes positively to the provision and ethos of the class so all children progress
- Attends meetings with other professionals, carers and parents where necessary
- Support pupils to become independent, collaborative learners
- Support the emotional well-being and mental health of a diversity of SEN pupils
- Promote SEN pupil's resilience

SEN Governor

The SEN Governor meets regularly with the SENCO and at this meeting will :-

- Review this policy
- Discuss provision for children on the SEND register
- Discuss the allocation of the budget for this year
- Gather an oversight that enables them to be assured that children's individual needs are being met
- Ensures legislation as set out in the 'Special Educational Needs and Disability Code of Practice: 0-25 years is being met

What to do if you have any concerns

- Speak to the class teacher and SENCO
- Speak to the SEN governor (Mr. Robin Howell) and the Headteacher (Mrs. Alison Shearer)
- Seek advice from Somerset Parent Carer Forum-
help@somersetparentcarerforum.org.uk
- SENDIAS (www.somersetsend.org.uk)

To be reviewed January 2017